

# Teaching Students To Be Peacemakers

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*Program developers or their agents provided the Model Program information below.*

## BRIEF DESCRIPTION

Teaching Students To Be Peacemakers (Peacemakers) is a program that teaches conflict resolution procedures and skills to all students, faculty, and staff members. It is based on the premises that conflicts cannot be suppressed or denied, and conflicts may have positive or negative consequences, depending on how they are managed. Students learn how to engage in problem-solving negotiations and how to mediate schoolmates' conflicts. Program is intended for use with all students from kindergarten through 9th grade. Since the initial review by NREPP, Peacemakers has been tested with populations up to grade 12.

Delivered through twenty 30-minute lessons, the program serves as a vital component in an overall strategy to reduce violence in schools. It also enhances academic learning and achievement. Now translated into Spanish, Peacemakers is used in the United States, Canada, and many other parts of the world.

## PROGRAM BACKGROUND

Peacemakers' origins are in research on constructive conflict that began in the 1960s. The results were used to develop a set of practical procedures to train students and faculty in constructive conflict resolution. There was a parallel development of the research and training programs throughout the 1970s and early 1980s. In the mid-1980s, the training manual was written based on the authors' research on perspective-taking in conflicts, communication in conflicts, integrative negotiations, and the positive outcomes of conflict. Only the training program was developed directly out of a long-term research program.

## RECOGNITION

### MODEL PROGRAM

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services



## **IOM CLASSIFICATION**

### **UNIVERSAL**

Intended for use with all students from kindergarten through 9th grade.

Since the initial review by NREPP, Peacemakers has been tested with populations up to grade 12.

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## **INTERVENTION TYPE**

### **SCHOOL-BASED**

Peacemakers offers elements for students, teachers, and administrators. It is most often used in schools, but is also implemented in after-school programs, youth service agencies, school-age care centers, churches, and other community-based locations.

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## **CONTENT FOCUS**

SOCIAL/EMOTIONAL COMPETENCE, ANTI-SOCIAL/AGGRESSIVE BEHAVIOR, VIOLENCE, DOES NOT SPECIFICALLY ADDRESS SUBSTANCES

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## **INTERVENTIONS BY DOMAIN**

### **INDIVIDUAL:**

Classroom curricula designed to motivate pro-health decisions and skill use; life skills training/values clarification and antiviolence models; life skills/social skills training (e.g., classroom training, training outside of school, role-play)

### **SCHOOL:**

Classroom-based skills development; creating supportive school communities; life and social skills training

### **PEER:**

Two peer-mediators are chosen for each lesson, alternating students so that all students have an equal amount of time

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## **KEY PROGRAM APPROACHES/COMPONENTS**

BOOSTER SESSIONS, INFORMATION SHARING, PEER LEADERSHIP, SKILL DEVELOPMENT

### **BOOSTER SESSIONS**

- Each year, as students proceed to the next grade, the program is retaught at an appropriately more complex and sophisticated level.
- Weekly followup lessons are delivered throughout the school year to further refine and improve students' negotiation and mediation skills.

## INFORMATION SHARING

- Four lessons focus on the nature of conflict and its potential constructive outcomes.

## PEER LEADERSHIP, COUNSELING, OR SUPPORT

- Two mediators are chosen for each lesson, and the aim is to have all students serve as mediator an equal amount of time.

## SKILL DEVELOPMENT

- Eight lessons teach students how to engage in problem-solving negotiations.
- Students learn to assume a stake in each other's well-being and the future of their relationships with others.
- Students engage in intellectual conflicts, researching and preparing positions to make persuasive arguments for their positions.
- Eight lessons focus on how to mediate schoolmates' conflicts. Mediation procedures may be integrated into academic lessons in literature, social studies, and science class.

### How It Works:

Peacemakers is based directly on the theory of and research on constructive conflict resolution. It teaches constructive management of conflict rather than suppression and avoidance of conflict. Teachers deliver the program to classes using lessons that include case studies, role-playing activities, and simulations. Three units are presented in twenty 30-minute lessons. Four lessons focus on the nature of conflict and its potential constructive outcomes; eight lessons teach students how to engage in problem-solving negotiations; and eight lessons focus on how to mediate schoolmates' conflicts. Two mediators are chosen for each lesson, and the aim is to have all students serve as mediator an equal amount of time.

Among many lessons, students learn to assume a stake in each other's well-being and the future of their relationships with others. They see that there is value in not just being interested in achieving personal goals for a "win," which can damage a relationship. Students also engage in intellectual conflicts, researching and preparing positions to make persuasive arguments for their positions. This preparation promotes student achievement and higher-level reasoning.

After the initial 20 training lessons are completed, the peer mediation procedures are implemented in the class and school. Weekly followup lessons are delivered throughout the school year to further refine and improve students' negotiation and mediation skills. Mediation procedures may be integrated into academic lessons in literature, social studies, and science class. Each year, as students proceed to the next grade, the program is retaught at an appropriately more complex and sophisticated level.

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## OUTCOMES

### IMPROVEMENTS IN POSITIVE ATTITUDES/BEHAVIORS, OTHER TYPES OF OUTCOMES

#### IMPROVEMENTS IN POSITIVE ATTITUDES/BEHAVIORS

- 62% of Peacemakers students reached the ideal problem-solving agreement when placed in a conflict that could have been resolved either in a problem-solving way or the less beneficial win-lose way, compared to 15% of the control group\*

- 29% of Peacemakers students viewed conflicts positively, compared to 16% of the control group\*
- 90% of Peacemakers students recalled 100% of the negotiation and mediation procedures a few days after training\*
- 75% of Peacemakers students recalled 100% of the negotiation and mediation procedures 1 year after training\*

\*Grades K–9

#### OTHER TYPES OF OUTCOMES

- Students in the Peacemakers program apply conflict resolution procedures to actual conflicts
- Students in the Peacemakers program transfer conflict resolution procedures to nonclassroom and nonschool settings
- Students in the Peacemakers program use conflict procedures in the family setting
- After implementation of the Peacemakers program, faculty, administrators, and parents perceive the conflict resolution in a positive way
- When integrated into academic units, the conflict resolution training tends to increase academic achievement and long-term retention of the academic material
- Students resolve their conflicts without the involvement of faculty, thus reducing classroom management problems

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### EVALUATION DESIGN

#### METHODOLOGIES USED TO EVALUATE THE PROGRAM:

Research validating the effectiveness of Peacemakers (for grades K through 9) was conducted through a field-experimental design where students were assigned to a training (Peacemakers) or nontraining (control group) condition. Pre- and posttraining measures were taken regarding conflict management, willingness to use constructive procedures, attitudes, and the impact on academic learning. More than 18 studies have validated positive outcomes.

A set of evaluation tools is available as part of the program materials to help teachers assess the effectiveness of the implementation of the program.

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### DELIVERY SPECIFICATIONS

#### 1–3 YEARS

Amount of time required to deliver the program and obtain documented outcomes:

The Teaching Students To Be Peacemakers program is taught to entire classes through experiential lessons that include case studies, role-playing, and simulations. Three units are presented in twenty 30-minute lessons. Followup lessons are conducted throughout the school year. Each year the program is retaught at a more sophisticated level.

## INTENDED SETTING

RURAL, URBAN, SUBURBAN

The program has been used in urban, suburban, and rural schools.

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## FIDELITY

Components that must be included in order to achieve the outcomes cited by the developer:

- Teachers need at least 30 hours of training to implement the program.
- The *Teaching Students To Be Peacemakers Manual* must be used by teachers during training and when implementing the program.

Optional components or strategies, and how they were determined to be optional:

- Young students enjoy “Peacemakers: Songs About Conflict Resolution,” an audiotape containing 15 songs about constructive conflict that facilitate training.
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## BARRIERS AND PROBLEMS

No information provided.

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## PERSONNEL

FULL-TIME, PART-TIME, PAID, VOLUNTEER

Types of positions needed to successfully implement this Model Program:

Teachers deliver Peacemakers to entire classes. The program is most used in schools, but it is also implemented in afterschool programs, youth service agencies, school-age care centers, churches, and other community-based programs

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## EDUCATION

HIGH SCHOOL, UNDERGRADUATE

Developer-recommended education/qualifications of the personnel needed to implement this program successfully:

The program is implemented by teachers to entire classes, but also can be implemented by other personnel in after-school programs, youth service agencies, school-age care centers, churches, and other community-based settings.

## PERSONNEL TRAINING

Type: SEMINARS/WORKSHOPS, WORKBOOK

Location: ONSITE (OF USER), OFFSITE (AT DEVELOPER'S OR TRAINER'S LOCATION)

Length: BASIC

Teachers/implementers need at least 30 hours of training to deliver the program. During training, they learn to use the manual *Teaching Students To Be Peacemakers*, which contains theory, underlying research, and exercises for use in training students, extra activities, implementation instructions, and information on implementation fidelity. Implementers also view the 10-minute video "Teaching Students To Be Peacemakers," which provides an overview of the program, the steps for training students to negotiate and mediate, and a model of skillful negotiation and mediation.

The training manual contains the theory and research underlying the program, the exercises to be used in training students, detailed instructions on how to implement the program, and numerous extra activities for primary through secondary classes. It also contains implementation and fidelity information.

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## COST (ESTIMATED IN U.S. DOLLARS)

\$5,001–\$10,000

Cost considerations for implementing this program as recommended by the developer:

### BUDGET COSTS:

\$5,000–\$10,000

### TRAINING COSTS:

5-day package (may be distributed over 3 months)

1 trainer, \$1,000 a day for 5 days, plus expenses

### MATERIALS COSTS:

Peacemakers Training Manual (3rd Ed.): . . . . . \$32

Peacemakers Student Manual: . . . . . \$12

Peacemakers Video: . . . . . \$30

Peacemakers Audio Cassette Tape: . . . . . \$12

## **INTENDED AGE GROUP**

### **CHILDHOOD (5–11), EARLY ADOLESCENT (12–14)**

Program intended for use with all students from kindergarten through 9th grade.

Since the initial review by NREPP, Peacemakers has been tested with populations up to grade 12. The program also has been tested with college students and with adults such as married couples in counseling and adults in various types of training programs.

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## **INTENDED POPULATION**

### **AFRICAN AMERICAN, AMERICAN INDIAN/ALASKA NATIVE, HISPANIC/LATINO, WHITE**

Peacemakers has been implemented in schools where almost all students were African American, and in schools with a variety of minority students including Hispanic/Latino and American Indian students. Peacemakers also has been used in schools in which almost all students were part of a low socioeconomic group.

The program has been implemented in many other countries including: Argentina, Australia, Czech Republic, Chile, China, Columbia, England, Germany, Greece, Hong Kong, Italy, Israel, Japan, Korea, Mexico, New Zealand, Norway, Panama, Saudi Arabia, Singapore, South Africa, and various other East European countries.

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## **GENDER**

### **BOTH GENDERS**

Program was developed and tested with both males and females.

## REPLICATIONS

Every year, teachers (many of whom are from countries other than the United States and Canada) are trained to implement the program in their classes and schools. There are multiple implementations occurring. These teachers range from preschool through university professors. One of the most impressive is Highlands Elementary School in Edina, MN.

## CONTACT INFORMATION

Peter Hodney

Principal, Highlands Elementary School

Edina, MN

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## INTENDED SETTINGS

NO INFORMATION PROVIDED.

## DELIVERY LOCATIONS

Elementary school.

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## ADAPTATIONS

NO INFORMATION PROVIDED.

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## CONTACT INFORMATION

### ABOUT THE DEVELOPERS

David W. Johnson, Ed.D., is a professor of educational psychology, codeveloper of the Cooperative Learning Center at the University of Minnesota, and a psychotherapist. He received the 2003 American Psychological Association's Award for Distinguished Contributions of Applications of Psychology to Education and Training. He held the Emma M. Birkmaier Professorship in Educational Leadership at the University of Minnesota from 1994 to 1997. Dr. Johnson has authored more than 40 books and more than 400 research articles and book chapters. He is past editor of the *American Educational Research Journal* and the recipient of numerous awards for outstanding research and teaching. He has served as an organizational consultant to schools and businesses in Africa, Asia, the Middle East, North, Central, and South America, the Pacific region, and Western and Eastern Europe.

Roger T. Johnson, Ed. D., is a professor of curriculum and instruction and codirector of the Cooperative Learning Center at the University of Minnesota. His doctoral degree is from the University of California in Berkeley. Dr. Johnson is the author of numerous research articles, book chapters, and books. He has consulted with schools throughout the world and has been honored with numerous national awards for his teaching and research.



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